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Teaching arithmetic.—Progress in educational methods makes necessary, from time to time, the gathering together of new materials relating to the teaching of the different school subjects. Such general treatises serve to make the results of experimental studies available for general use and to standardize to some extent the teaching process. Such a book¹ covering the field of arithmetic has been written by Professor Overman of the Bowling Green, Ohio, Normal School.

The major purposes of the book are, first, to give a clear conception of the ends to be accomplished in arithmetic; second, to analyze the teaching of arithmetic into the various types of teaching which occur and to furnish the guiding principles and specific methods used in each type; and third, to demonstrate the application of these principles and methods by means of illustrative material and lesson plans. The greater portion of the book is given over to the second purpose.

Much of the material in the book will be familiar to those who have followed the literature of method for this subject. There are, however, a number of chapters in which the more recent developments of methods are presented, and in which a very wholesome analysis is made of the processes of teaching arithmetic. Chapters dealing with the development of new ideas, of facts and principles, and of rules and processes will be especially helpful for inexperienced teachers. The last section of the book, which discusses the methods of teaching the application of fundamental number facts to concrete situations, makes a direct attack upon one of the most difficult problems of teaching.

The book is modern in point of view and represents very well the present development of the teaching of arithmetic.

School discipline.—Of the many factors that go to make up a good teacher few are more intangible than the teacher's ability to keep good order and hold the respect of the pupils both in and out of the classroom. The methods which teachers have used in securing and holding good discipline are varied and have always been food for much thought and discussion.

A recent booklet² from England summarizes in a comprehensive manner some practical conclusions arrived at by the author after a great many years of service as a schoolmaster. The booklet is written primarily for the use of young masters beginning their careers in secondary schools and approaches the subject of discipline from the standpoint of telling the new teacher what to avoid rather than what to do. The writer places a large amount of emphasis on getting started right at first but does not neglect the fact that constant

¹ JAMES ROBERT OVERMAN, *Principles and Methods of Teaching Arithmetic*, Chicago: Lyons & Carnahan, 1920. Pp. v+340.

² ERNEST F. ROW, *Hints on School Discipline*. London: Oxford University Press, 1920. Pp. 59.